**1st Grade Math, Topic 16.1 *Addition Doubles***

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials:  **Connecting cubes** | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| **Computation Practice** Students will individually roll a die and add 0 to each roll for a one-minute timing. Students will record their number sentence on paper. Repeat.  **Problem of the Day** 16-1 There are 4 rowboats on the lake. Each boat holds 2 people. Are there enough boats for 10 people to use at the same time? | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  ***“Doubles”*** *add the number to itself*  **Essential Question:**  “Does knowing your doubles help you to know what doubles plus 1 is?”  Record responses.  **Set the purpose:** You have learned about adding two different numbers. What if you added a number to itself?  **Connect:** Ask 5 **children** to come to the front of the class. Have 5 other children come up to the front of the class. Have the class add the groups of children together. Ask how they figured it out. Give various examples of doubles and non-doubles if needed. | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Read “Two of Everything”. Ask students to think about how the book relates to doubles as you read it. After the story, reinact the story with a pot and manipulatives.*  **Pose the Problem:** “Can you and your partner come up with a double using connecting cubes?” With your partner, explain your answer. Be ready to share it with the class.  **Instruct in Small Steps:**  With a partner and connecting cubes make at least five problems. | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| Partners will record their doubles on paper with pictures. | |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | |
| *Write 5 different number sentences that represent doubles.* | |